

PLACEMENT SERVICES

in Colleges and Universities



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Foreword

COLLEGES and universities may no longer merely turn out graduates with degrees, thinking thereby to have fulfilled their obligation to the student. Recent economic and technological changes have narrowed certain fields of employment while opening up others. Future changes will continue to affect opportunities for employment. Because there is so much uncertainty, students and graduates alike feel the need for vocational guidance and assistance in becoming established in the world of work. Placement is therefore being thought of as an integral part of the responsibility which the college should assume if the student is to become a happy, well-adjusted person with the ability to make a constructive contribution to society.

This study was undertaken in the belief that an analysis of reports and a description of what is being done by placement services in a few representative colleges and universities throughout the country would provide a partial basis upon which other colleges might appraise their placement procedures and plan for future improvement with regard to this important phase of personnel work.

No attempt has been made to cover more than a small sampling of colleges and universities. Only those institutions were used for which printed or mimeographed reports were available. Undoubtedly there are others doing effective work which have not been included. An effort was made to select representative colleges and universities from various sections of the country and from different types of institutions. Larger State universities, privately endowed universities, liberal arts colleges, technical schools, and cooperative colleges are all represented.

We wish to express our appreciation for the fine cooperation given by presidents of colleges and universities, directors of personnel work, representatives of national organizations which are interested in increasing the effectiveness of placement services in educational institutions, the Associated Press which contributed a list of those institutions which had furnished material for its study of the 1940 graduate's prospects for finding a job, the personnel officers in business and industry who have been in touch with placement bureaus in educational institutions, and others who furnished pertinent material for this study.

BESS GOODYKOONTZ,
Assistant U. S. Commissioner of Education.

Placement Services in Colleges and Universities

I. Analysis of Findings

IT WOULD SEEM from an analysis of reports of college and university activity in the placement field that colleges and universities may no longer feel that responsibility to students ends with graduation and the granting of degrees.

Institutions of higher education seem to be accepting greater responsibility for knowing more about each student, for training him to meet the demands of our changing economic structure and for helping him to find the kind of a job which will be compatible with his abilities, training, and personality. The personnel officer at the Carnegie Institute of Technology, who has had wide experience in this field of work, says, "This is beginning to be recognized: that the final placement and orientation of the graduate consolidates all previous work done for and by the individual and serves to link the educational, vocational, and personality training and everything else connected with the successful living of life."¹

Some colleges and universities frankly declare that the purpose of their prescribed course, or courses, is to train the mind of the individual, to quicken his understanding, and broaden his outlook on life. It is believed that this preparation should furnish a firm foundation for the successful pursuit of whatever vocation the individual desires to enter upon after graduation. This type of institution either attracts students who, economically, are able to defer making a decision about any future vocation, or does not realize how difficult it has become for graduates to find employment when they have no special training. The director of the appointment bureau at Mount Holyoke, a liberal arts college for women, says in her report:

To a degree vocational guidance is an anomaly in a liberal arts college. Despite that fact it would be far from wise to disregard the necessity for such guidance in a college as large as Mount Holyoke. Twenty years ago not more than two-thirds of the graduating class were more than casually interested in employment. Those who anticipated marriage were content to spend intervening months or years at home, or travelling. During the past two decades the picture has changed. Today it is conservative to say that 98 percent of the class expect to enter some form of employment.

One cannot foretell what future, specific problems in the employment situation of this complex modern society will be, but one may predict with a reasonable amount of certainty that that college or university which con-

¹ Beatty, John D. Personnel enhancement in school and industry. Pittsburgh Personnel Association, 1939, p. 11.

siders its personnel program as an integral part of its whole program, rather than as a mere appendage; which studies each individual in order to ascertain his strength and weakness—physically, mentally, emotionally, and vocationally; which records these findings systematically, then helps each student to develop his abilities and correct his faults; which endeavors to place him in a position that is compatible with his abilities and his personality; then follows him up in order to help him make a satisfactory adjustment to the demands of his chosen field, and to bring back to the college the reactions of employers, will find its program appreciated by both students and society.

Collection and Use of Personnel Data.

It is impossible to discuss placement without touching upon other phases of personnel work which have preceded it. The admissions office is interested in the student's precollege history. So is the employer. The employer is also interested in the results of tests, such as intelligence, aptitude, achievement, and vocational interest and in the result of physical and health examinations. Disciplinary problems as they have bearing upon future employment and vocational adjustment enter into the picture. The registrar's records of scholastic standing, extracurricular activities, and social life as it contributes to personality development, are all important. Orientation courses in educational, vocational, and personality adjustment, library service, and vocational conferences all have direct bearing on placement. In fact, employers are interested in any pertinent data collected by counselors, faculty advisers, deans, and others who work with the student on the campus.

So one finds that practically every college and university studied keeps accurate, and as far as possible, up-to-date files or cumulative records. Most placement bureaus endeavor also to add to these files up-to-date information about the alumni. In some institutions these records are made available to the student so that he may use the information as a guide to help him improve as he develops, and to become better adjusted, not only to college life but also to the demands of life in general. Other institutions consider these records as confidential, for the use of administrators, faculty members, and employers only.

Alice R. Cook, who is coordinator for an internship experiment, in New York City, "believes that admissions, guidance, and placement should form an unbroken chain that extends through the whole college experience. Many administrators keep from students the records that might open a whole field of individualized remedial work, possibly the most valuable service a school can offer. She also believes that it is the right of the individual to know what there is to know about himself," and that he should be helped to use the information wisely.² Gardner believes that, "the intent and purpose

² Cooper, Ruth G. Grooming youth for the job market. *Occupations*, 18: 16, October 1939.

of all counseling should be to help the student to help himself. There are two basic techniques in all phases of counseling—analysis and adjustment,"³ and the weakness in the program of many colleges is that after they have collected data they do not go beyond the analytic stage and use the data for adjustment.

Some institutions believe that a personnel sheet has many valuable uses. Not only does it help the student to see himself as others see him, but it is helpful to the faculty in recommending him, it can be sent to employers, or it can be given to a student when he goes to interview employers. Company representatives who interview seniors on the campus can take the time to explain the work of the company instead of being forced to ask so many questions about the applicant, if they have in hand a personnel sheet containing all available data.

The placement service of a university is distinctly different from a commercial employment agency. Quoting from a statement by the Director of the Placement Service of the University of Pennsylvania:

University placement must, in our judgment, always stand out clearly in its essential difference from the usual plan of employment service. Strictly speaking, the ordinary placement service, whether State, Federal, or commercial is set up to assist people to secure employment, whereas a university through its placement service is greatly concerned with its own constant improvement in those fields for which its students train. The two viewpoints are diametrically opposite one another. We must keep constantly in mind the integrity of teaching standards as well as the standards of business and industry, as they may be affected by the recommendations of graduates of the university to fill given positions. To maintain such an ideal requires systematic watchfulness that the high reputation of the university may always be placed ahead of the mere attempt to fill a position. In brief, the idea must always be kept clearly in mind: "No placement is to be preferred at all times, to a poor placement."⁴

Types of Organization of Placement Bureaus.

There are three general types of organization used to effect the placement of students: Centralized, decentralized, and a combination of these two. In the centralized bureau, the director keeps a central file containing all available information concerning each student and the deans of the various schools, heads of departments, faculty committees, and students cooperate with the bureau in numerous ways. There is usually a central committee composed of representatives from all bureaus in the university, who meet to discuss the work. This exchange of experience is advantageous because techniques which have proved effective in one department may be made available for adoption in another. Interested employers get in contact with students through this central clearing house.

³ Gardner, Donfred Huber. *The evaluation of higher institutions. Student personnel service.* University of Chicago Press, 1936. pp. 66-67.

⁴ In Reprint from summer number, 1938, *University Placement Review*, University of Pennsylvania.

In the universities where the work is decentralized, each school has an organized bureau with separate files and independent activities. The placement work in some is still further decentralized and carried on informally, the members of the faculty and heads of departments recommending individual students when they hear of openings.

Where there is a combination of the centralized and decentralized forms of organization, the records and files are kept in a central office and there is a general personnel policy applicable to the work in each school, but the activities are decentralized in terms of function.

Most of the institutions are endeavoring to tie the alumni closer to their alma mater, whether these graduates are organized into associations or not. This closer cooperation assists both the alumni and the institution. The alumni can keep the college informed of conditions, salaries, and openings, in their respective fields, can address and otherwise counsel the undergraduates, and can use their influence in helping seniors to secure employment.

One college reported that due to its geographic location, it had not found it expedient to establish at the college a completely organized alumni placement bureau. A few years ago, however, the alumni association, in cooperation with the personnel bureau and working through that bureau, appointed alumni committees in approximately 100 strategic cities and areas in the United States. Each committee serves as a clearing house for employment opportunities in its particular area and accepts registrations from the alumni. The bureau reports that the work of these committees, which are still young in operation, has been quite effective, especially in some of the large centers.

Most of the colleges and universities studied take the initiative in soliciting jobs for seniors and graduates. Some have full-time field secretaries or personnel officers or faculty members who are relieved of part of their teaching load to visit business, industrial, professional, and educational concerns in order to ascertain where the openings are likely to occur, to acquaint the employers with the courses presented and with the graduates who are available, and to learn from employers about changing conditions. Other colleges leave the solicitation to the student but do furnish data upon request from the student or prospective employer. This passive attitude makes the placement office a service to business, industry, and education but only indirectly a service to students.

Importance of Follow-Up Work.

Follow-up work has two principal values: It helps in the continuous adjustment of the former student in his employment, and it supplies a constant urge to the college to adapt its curricula to employer needs.

Personnel officers are beginning to realize that endeavoring to find the right job for the right man is vastly more important than merely trying to find a job for each student. Because of this growing tendency, the field workers have also become interested in following up former graduates to see if they have become adjusted to the conditions or demands of their chosen fields. Employers are asked to rate the graduate over a period of time, and the college assists in the process of adjustment wherever and whenever possible.

Some colleges follow-up their students for 1 year, some for 2, and a few for 5 years. One college found that 40 percent of the alumni who applied to the placement office had been out of college for 5 years or less. That college thinks that if placement bureaus aided alumni during the first 5 years after graduation the majority would probably be satisfactorily placed. Another university keeps permanent records for all registrants available for 10 years after the last date of communication.

One personnel officer, speaking of the importance of follow-up work, says:

The orientation of the graduate toward the end that he may become a success, not only in his chosen profession but also as a citizen, is greatly augmented by an adequate follow-up system. Oftentimes the young graduate has grave difficulty in subordinating himself to the good of the company and at the same time keeping his identity as an individual. It is also necessary to teach the graduate how to contend with many negative qualities, such as fear, hatred, jealousy, which he encounters in his work. * * * Many of the various types of grievances to which all graduates fall heir can be adjusted by means of follow-up procedure.*

This officer also points out values of importance to the institution, as well as to the individual, in follow-up work.

A personnel, orientation, and follow-up program is of inestimable value in raising the quality of teaching in an educational institution. The conference of employers with the representatives of the personnel bureau offer a unique opportunity to discuss the advantages and disadvantages of educational methods and curricula in their bearing on the future careers of students. These discussions and reports based on practical experience and not on theory have done much to influence educational practice.*

There seems to be a conscious effort on the part of many colleges to adapt their training programs to meet the changing needs of business and industry so that in several institutions the gap between theory and practice appears to have narrowed considerably. These administrators think that there is a need for continued cooperation between educational institutions and outside concerns which employ the product of the schools. There is a danger, however, in offering too highly specialized courses since rapid changes in technological develop-

* Beatty, John D. Report of the 16th annual meeting, American College Personnel Association. 1939. pp. 50-51.

* Beatty, John D. Personal enhancement in school and industry. Pittsburgh Personnel Association, 1937. p. 11.

ment might make the material obsolete in 4 or 5 years when the students would be ready for full-time employment. Many companies would rather give the specific training to men themselves, and are now giving graduates training courses which last from a few months to 2 years.

Difficulties with Employers.

Many employers are very specific in their demands and refuse to be satisfied with graduates who do not measure up to their standards. Not only does each firm establish its own concept of what constitutes an outstanding college man, but often the judgment of its representative is at variance with that of the personnel officer and faculty members. A greater stress is being placed on personality traits. Many employers, particularly in the field of education, think that participation in extracurricular activities aids in the development of the personality of the prospective teacher. They are, therefore, interested in knowing the activities participated in and the ability of the candidate to teach similar activities. The coordinator of student personnel activities at the University of Minnesota has an interesting comment to make on this point. He says:

One method of developing personality traits which has the sanction of tradition is extracurricular activities. Being active in school politics, holding office in school organizations, participating in athletics, maintaining membership in the proper clubs, these and other activities are thought to develop desirable social personalities. Although this may be true in part, the bald fact stands out that these activities attract and select men and women who possess these desirable traits from the beginning. Campus leaders are those who can get along with people, who can influence others, and get votes. Without these so-called leadership qualities they would not become leaders. If these activities can actually develop social traits among undersocialized students, colleges have done little to make use of the existing facilities for this purpose.⁷

II. Organization and Activities of Representative Placement Bureaus

The object of this section of the report is to describe the placement activities of a few typical colleges and universities whose plans appear to be effective. No attempt has been made to examine the plans of all the colleges in the country and no claim is made that the plans described are the most meritorious.

Technical Schools.

Carnegie Institute of Technology has had someone in charge of its employment and personnel problems since its organization in 1905.

⁷ Williamson, E. G. *In Placement services in colleges and universities*. University of Minnesota. 1940. p. 23. T. R. Sarbin, ed.

This institution believes that the success which has come to its bureau of recommendations is due to the fact that the bureau has been organized to collect as well as to disseminate proper information; that it keeps in close touch with and reports directly to the president of the institution; and that it has at its disposal necessary funds for its proper administration. The bureau accumulates a fund of information as to the nature and result of the educational process and is able to advise the institution about the requirements of industry so that suitable adjustments are made in the curriculum from time to time as the demand arises.

The freshman indicates his preference for major work; then, with the aid of the dean of freshmen, dean of men, and his faculty adviser, he selects the department in which he expects to specialize at the end of his freshman year. The department head then acts as his principal adviser, interviewing, counseling, and giving mental stimulation for the remaining 3 years of college.

The specific work of placement begins when the student becomes a senior. At that time he registers with the bureau, furnishing information of a personal character (figs. 1 and 2) and receiving information concerning different business and professional opportunities.

PERSONAL HISTORY RECORD

Graduating Classes

CARNEGIE INSTITUTE OF TECHNOLOGY

SCHENLEY PARK, PITTSBURGH

This Institution is desirous of obtaining a complete history of its graduates and would request that you answer the following questions. This information will be a part of the official Alumni records and will be held confidential. Prompt return of this form to Bureau of Recommendations, Administration Building, will be greatly appreciated.

BIOGRAPHICAL RECORD

Name in full.....

Date of Birth..... Place of Birth..... Nationality.....

Address where mail
will always reach you.....Name and address of some relative or
person who will habitually know your address.....

GENEALOGICAL RECORD

Mother's full maiden name.....

Father's full name.....

Father's occupation or profession.....

Names of relatives who have attended Carnegie.....

Religious Preference.....

Height..... Weight..... Physical Defects.....

ACADEMIC RECORD

Preparatory Work: School.....

Town.....

State.....

Colleges or Universities attended
before entering Carnegie:.....

Degree if any.....

Foreign Languages readily spoken.....

Foreign Languages readily read.....

(OVER)

FIGURE 1.

Each senior also furnishes certain information on an employment blank (fig. 3). This information, together with a picture and the student's "Year Book" write-up, is used for distribution to the personnel representatives who visit the Institute or for mailing to companies which prefer to correspond with the applicant.

FIGURE 3.

Rating sheets are sent to the three members of the faculty who are most likely to know the specific kind of work for which the senior is fitted. A member of the bureau of recommendations also rates the student.

With the information obtained from various sources, such as the personal history record, employment blank, rating sheets and faculty recommendations, psychological and aptitude tests, and scholastic records, coupled with the knowledge of the demands of industry, the bureau endeavors to place the student where he can best further his own objectives.

The bureau claims that it does not do any particular vocational guidance work but forms the contact between the student and employer. However, bureau representatives do give lectures to the senior class and make available information about salaries, working conditions, promotion policies, and so forth. Helpful suggestions for orienting themselves in their chosen profession are given under such titles as: Selection of an employer, contacting employers, what the employer seeks, and attributes for success.

When a company representative interviews a senior he is given, in addition to all available information, an interviewer's blank which aids him in forming his own judgment of the applicant and in determining whether or not the applicant will be the type of man for which the company is seeking (fig. 4).

The bureau is able to control the so-called exploitation of the young graduate by excluding from its accredited list and from campus interviews, less desirable firms. It increases the effectiveness of its work by maintaining membership in national and local engineering societies and in the Pittsburgh Personnel Association. In this way contacts are made with large industrial companies. It keeps an up-to-date file of firms in that area and over the United States, Canada, and Mexico.

RECORD OF INTERVIEW				
Name.....		Test Record Average.....		
Weight.....lb.		Height.....ft.....in.		
INTERVIEWER'S IMPRESSIONS				
✓ Full Meaning; ✓ / Emphasis				
Approach	Aggressive Well Poised Alert	Deliberate Forward	Modest Reserved Timid	Stiff Awkward Uneasy
Physique	Exceptional Attractive	Well Built Passable	Average	Weak Thin Stout
Appearance	Neat Well Dressed Attractive Pleasing	Light Medium Redhead Dark		Untidy Uninviting Homely
Speech	Convincing Distinct Inspires Confidence Refined	Precise Fast Animated	Ordinary Nervous High Pitched	Slow Spirited Too fast Resistant
Personality	Likeable Enthusiastic Tactful Confident	Sincere Mixer Determined Cheerful	Sober Tactless Argumentative Unattentive Diffident	Sarcastic Obstinate Conceited Sullen
Intelligence	Keen	Well Informed Foresighted Practical Theoretical	Competent Adequate Average	Dull Poorly Informed
Judgment or Decision	Well Founded Rapid	Logical Level Headed Resolute	Deliberate Usually Sound Wavering	Uncertain Illogical Inconsistent

FIGURE 4.

The bureau distinguishes senior placement from graduate placement. For senior placement the companies commonly send representatives to interview the students with the idea of recruiting certain types of men, who may be trained for important work in the company, while for graduate placement the bureau is informed of an opening, then tries to find the graduate who will fit the position. The service to the alumni is a very important phase in the work of the bureau. The complete personnel information file contains cumulative records starting with the information obtained from the beginning of the senior year. The heads of departments often hear of openings through their contacts with outside firms or organizations

and cooperate with the bureau. A master card in the file is kept up to date by means of a questionnaire sent to each alumnus (fig. 5). He is also asked to give by means of a salary code the approximate salary he is making and the salary he would consider in changing his position. In this way graduates who are seeking promotion are constantly aided.

(Address)	TYPEWRITE OR PRINT	
	Course.....	Degree.....
	Other Degrees.....	
	Diploma () Certificate () Former Student ()	
	PRESENT POSITION OR DUTIES	
	
	
	
	Company.....	
	PRINCIPAL OR IMPORTANT EXPERIENCE	
.....		
.....		
.....		
.....		
Salary (See Salary Code) I..... II.....		
Remarks.....		
.....		
.....		
Date of Birth..... Married.....		
Single.....		

FIGURE 5.

Stevens Institute of Technology does not emphasize specific placement activities as an institutional function. There is, however, an active alumni association which maintains a free placement service and which cooperates with each senior class in its effort to find employment.

The senior class publishes a booklet which contains a photograph of each senior, a sketch of his personal, educational, and occupational history, and a brief description of courses offered at the Institute, with an invitation to personnel directors to visit the college and interview students. The following is a sample of the write-up given beneath the photograph of each senior:

Name

Age: 22 Height: 5' 8½" Weight: 140

HOME ADDRESS: 370 Central Park West, New York, N. Y.

INDUSTRY DESIRED: Air Conditioning and Refrigeration; Equipment Manufacturing.

TYPE OF WORK DESIRED: Production; Development; Application Engineering.

14 . PLACEMENT SERVICES IN COLLEGES AND UNIVERSITIES

LOCATION DESIRED: Preferably Eastern United States.

COURSES MOST INTERESTED IN: Heating, Ventilating and Air Conditioning; Thermodynamics.

COLLEGE ACTIVITIES: President S.-E. S. (4); Vice President (3); Assistant Advertising Manager of The LINK (3); Junior Editor of THE STUTE (3, 4); President of Stevens Chess Club (3, 4), Captain Stevens Chess Team (3, 4); Soccer, J. V. (2) and Interclass (1, 2, 3, 4); Interclass Handball (3, 4); Interclass Lacrosse (4); Calendar Committee (4).

VACATION OR OTHER JOBS: Swimming Counselor in Children's Camp (3 summers); Tutor for three boys in private family (1 summer); Salesman for Miles Corp. and for Arnold Constable; Stock clerk for Ilsa Wine & Liquor Co.

HOBBIES: Astronomy; Chess; Music; Tennis.

REMARKS: Dean's List (2); A. S. M. E. (3, 4); S. E. S. (2, 3, 4); E. P. C. (2); Knowledge of French; Member of Astronomy Club (3, 4).

Universities.

The *University of Chicago* has coordinated all phases of personnel work for students under the direction of the University Dean of Students. A brief sketch of the whole personnel organization will show how the placement work fits into the general plan of coordination.

The college of the university is a 2-year general course. At the end of this course, or if he is able to pass a comprehensive examination showing that he has the same general knowledge, the student enters one of the divisions for specialization. The college, and each division of the university, including the professional, is administered by a dean who is responsible for the curriculum and instruction, and by a dean of students, who is responsible for the advisory services, and for the general welfare of all students registered in his division.

In the college, a staff of eight advisers to students, each having faculty status, is directly responsible to the dean of students. Among other duties these staff advisers undertake to advise students regarding fields of specialization and in the choice of vocations. They report all information gathered about students to higher administrative officers.

The whole advisory program is directed by the University Dean of Students, to whom each divisional dean of students is responsible. This central officer is responsible for coordinating the advisory service and for coordinating and directing other student personnel services that are spread over the whole university. He is responsible not only for all policies affecting all student personnel services, but also for seeing that they operate to meet the needs of the students, as far as possible.

Avenues for the ready exchange of information and counsel are maintained among the various personnel officers who cooperate to

eliminate overlapping. The offices of the college advisers are all located adjacent to the central files.

Included in the list of personnel offices is that of the Board of Vocational Guidance and Placement. This board is an administrative unit of the university and is responsible for part-time placement of students, vocational counseling, and for the full-time placement of graduates of law, business, and educational departments. There is an executive secretary who is directly responsible to the chairman of the board. The secretary has as his assistants a staff of three full-time placement counselors and a clerical force of seven secretaries. The board has available conference rooms for use by employers or their representatives, who interview candidates recommended by the several departments of the university in cooperation with the board. The board holds quarterly meetings but members are invited to make suggestions at any time for the improvement of the services rendered by the office.

Permanent records containing complete information about each student are available up to 10 years after the last date of communication with the candidate. Contact is maintained with all types of organizations and individual concerns which would be interested in employing students and graduates.

Columbia University reports 45 years of organized placement activities. All activities are coordinated in one central bureau, known as the Appointments Office. This office supervises all agencies for the employment of students during their college courses, including summer employment as well as agencies handling the employment of alumni.

The guidance department keeps a vocational bookshelf, grants personal interviews, discusses vocational problems with students and alumni, and participates in the annual occupational conferences. These conferences are directed by a student committee and are supervised jointly by the appointments office and the school of business. Counselors, during the school year, in the school of business are men who come from business and industry.

The advisory service of the teachers' division keeps a large store of information concerning fellowships and assistantships and a file of college and school catalogs and Government bulletins. Teacher-placement activities are confined to teaching and administrative positions in the college, university, and preparatory fields. Those seeking employment in the secondary schools are referred to the office of placement service at Teachers College.

During 1939, a central records department was organized which provided a central file of the credentials of all divisions of the appointments office with a cross reference on those who registered in two or more divisions. The establishment of this central file has made it

possible to maintain much more accurate and up-to-date information concerning registrants. These files, which are cumulative, begin with a student's first registration with the office for part-time work and are kept until he receives permanent employment. The academic record, references of professors and employers, correspondence, and reports to the office by the registrant are all kept in the cumulative folder.

The alumni associations of the various colleges which comprise the university cooperate with the appointments office. During 1939, the alumni association of the engineering schools organized a subcommittee on employment. This committee plans to work through the facilities of the appointments office, acting as a clearing house for engineering positions that are open, and for alumni who are unemployed or who are employed but are looking for better positions.

The *University of Michigan* has a Bureau of Appointments and Occupational Information which is divided into three main divisions: Teacher placement, business or general placement, and guidance. The teacher-placement division has been operating for nearly 50 years, whereas the other divisions have been functioning for about 10 years. From a meager beginning, when only a few students and graduates sought information about vocations, the work has grown so that it now covers not only requests from numerous students on the campus but also requests for guidance from parents whose children are planning to attend the university after they graduate from the high school, and from graduates who are dissatisfied with their positions and seek promotions or new positions.

During 1937-38 requests for guidance increased more than 50 percent over those for 1936-37. This increase was largely due to fact that professors and students had become better acquainted with the guidance program of the bureau. The outline of guidance activities with individual students is presented in the bureau's report for 1936-37 as follows:

1. Personal history and vocational-interest blanks are checked for information as to past experience and possible interests.
2. Intelligence, achievement, and aptitude tests are given and scored for indications of ability and potential capacity.
3. Personality inventories and ratings are obtained from the individual himself and others who know him well, to discover his strong and weak personal characteristics.
4. Assignments of reading references and activities are outlined to meet the needs of the individual student.
5. Exploratory and try-out experiences are planned, and assistance given in making necessary arrangements to provide internships in cases where the students feel doubtful about their occupational choice.

An outline of routine activities which are continually in progress in the guidance division are as follows:

1. Checking and selecting up-to-date job studies for the occupational-information files, as soon as published.
2. Soliciting data by questionnaire and by interviews with employers relative to personal characteristics and technical-training requirements in their respective fields.
3. Collecting and tabulating responses from students and alumni as to their occupational adjustment and progress since leaving the campus.

Five groups of students bring their problems to the guidance division:

1. Students awakened to the need of directing their college course to definite later vocational purposes.
2. Students who have made a vocational choice, but wish to verify their choice by aptitude tests available.
3. Students who have discovered their lack of ability in areas of training fundamental to their present vocational choice.
4. Students whose low honor-point average prevents completion of degree program at the University.
5. Students whose financial status necessitates an adjustment to a shorter program of vocational preparation.

Officers of the bureau think that the lack of adequate space for testing and for prospective employers to interview students, coupled with the limited number on the staff of the bureau is proving a real handicap to their work. Since more than half of the calls which come to the bureau are for people with experience, the bureau feels the need for better follow-up work and for more personal contact with the alumni.

During 1936-37 the bureau undertook five different studies:

1. A study to compare the personality traits and vocational interests among campus leaders, Phi Beta Kappa-members, and the general group of students requesting vocational guidance from the Bureau.
2. A study of the problems faced by first-year teachers as interpreted by their employers.
3. The problems which the first-year teachers feel are entirely new to them and for which their training was inadequate.
4. A study of the assistance that can be rendered by cooperation with the Alumni Association and alumni clubs.
5. A survey, both in the teaching field and in the general business field, as to where the greatest demands for individuals are.

The bureau not only keeps in touch with commercial and educational employers but also with the Federal Maritime Commission, Michigan Civil Service Commission, Michigan Employment Service, and other State and Federal institutions. It receives announcements of all United States Civil Service examinations and notifies a large number of people each year of positions for which they appear to be qualified.

One can readily see the enormous amount of work which is carried on in the placement bureau of a large university, when he learns that during 1937-38 the bureau had on its active file for teachers 3,898 registrants. During 1936-37, the bureau sent out or showed 7,302 sets of credentials, and during the following year the number had grown to 8,029.

The *University of Minnesota* has decentralized placement services, but as a result of a survey which was made in 1937, the whole personnel program of the university has been coordinated into a service bureau known as the Student Personnel Coordination Service. The programs of the various colleges are integrated with the university program by means of a faculty-student desk, which facilitates the exchange of data; the student personnel council; and the student personnel coordination service. Placement in full-time positions is a function of the particular college bureau, while part-time placement is a function of the university personnel program.

The university pursues a program of continuous study of problems encountered in various phases of its work. In November 1939 the Center for Continuation Study maintained by the University conducted an institute on placement services in colleges and universities. This institute was a cooperative venture. Twelve members of the faculty and administration of the university decided that some aspects of the placement of college students were in need of study and clarification. A syllabus and its supplement, covering nearly every conceivable aspect of the placement problem of higher education was written and given to members of the institute so that they would have a common background as a basis for discussion. The subjects discussed were: Methods of recruitment in private employment, Methods of recruitment in public employment, Training for employment in school, Induction of college graduates into business and industry, Qualifications and duties of the recruiting officer, and College placement procedures.

A brief description of the activities of three of the placement bureaus will serve to illustrate the various techniques used to effect employment in different types of occupations.

The *Institute of Technology* placement service has as its director one of the members of the faculty. The technical committee, a student government organization, works with the placement officer in organizing meetings where such subjects as the following are discussed: Applying for a job; What constitutes an interview?; Engineering in business; Opportunities for technical graduates in Government service; How does industry select young engineers?

Every effort is made in this bureau, as in each of the other bureaus of the university, to find the right man or woman for the right job. Since 1935 this bureau has used personnel sheets as an aid in making

contacts with employers. Each year these sheets are sent to several hundred employers. They are also given to students when they go to make their own contacts with employers. In 1938, personnel sheets were sent to 540 companies.

The *College of Education*, bureau of recommendations, has a director who is responsible to the dean of the college. This bureau has established certain eligibility requirements to safeguard registrants and hiring officials alike. It does not accept registration from any student whose honor point ratio is less than 1.5 in his major and 1.0 in other subjects. A student must have completed at least 30 quarter credits in the university before he may register. Every year a fee of \$4 is charged each registrant. If students from other colleges in the university wish to teach, they may register with this bureau on the same basis as the college of education students. No commission or other fee is charged either the successful candidate or the school system. If a student who is on the active file does not wish to renew his registration, he may pay a fee of \$1 and have his credentials sent out once to a prospective employer. Registration in the bureau is not compulsory. In the class of 1938 there were 407 graduates, 62.6 percent of whom registered. When the bureau writes to superintendents in various States, it includes a printed vacancy blank, with the request that vacancies be listed and the blank returned to the bureau.

The office of the bureau is combined with the office which handles all routine clerical work for the college of education. The combined staff includes a director, who has teaching duties also, and five full-time stenographers and clerks operating on a combined budget. The services of the clerical staff are divided between the bureau and college of education activities with increased attention to placement during the spring and summer.

The bureau of the *Department of Journalism* has found that direct personal communication with prospective employers regarding one or two students has proved more effective in placing students with daily and weekly newspapers and periodicals than the former method of sending circular letters which contained a list of all seniors. The sifting is now done by the faculty, each of whom is familiar with the type of work done in various departments in the field of journalism, as well as with the qualifications of the students. This method has proved less confusing to employers.

Through personal contacts with publishers, editors, radio station directors, advertising men, publicity and promotional offices, staff members are able to discover new openings and vacancies. Many such contacts are made at district press conferences and institutes, and through calls at the office.

The *University of Nebraska* has several active placement bureaus. At present the university is working on a plan to coordinate or

centralize their services, or activities. Only the activities of the placement bureau for teachers are reviewed here. Recognizing the responsibility for assisting its graduates in finding suitable employment, the teachers college reports that it maintains its placement bureau as an integral part of the college—that it is more than a liaison service between employer and employee. It serves as a bureau of information for teachers in training; gives guidance to those interested in the fields of teaching; aids them in selecting suitable subject combinations; acquaints them with the necessary qualifications for teaching in highly specialized areas; furnishes information on the supply and demand in the various fields; and advises students in extracurricular activities essential to securing employment.

The University of Pennsylvania has its placement service under the direct supervision of the president's office and functions through the guidance of the administrative vice president. The director of placement receives the cooperation of three standing committees—the committee on university placement, the committee on student aid, and the committee on placement publications. There are 30 placement officers among the faculty, each of whom is appointed annually by the president.

The accompanying chart gives a detailed picture of the work of the bureau and shows how integral a part of the administration of the university this work has become.

Purdue University has a university placement committee which is composed of the directors of placement services in the various schools and several members of the faculty. This committee prepares a bulletin, which is sent to prospective employers listing the types of professional services for which graduates are trained, giving the names of the directors of placement, describing the way in which the service in each division is organized and inviting employers to interview applicants. This bulletin reveals the manner in which a university, which has a centralized personnel organization but decentralized placement services, operates to assist its students and graduates to secure employment. A few of these services will be briefly described.

The Schools of Engineering, Science, and Physical Education for men have a well-organized personnel service of which placement is only one function. This personnel service will be described in some detail because it is intimately related to placement.

Before a student enters *Purdue*, his high-school principal is asked to tell any difficulties which the student might have had during his high-school years. If he has had any experience which might impede his progress in college or if he has a personal characteristic which might prove a hindrance, five references are asked to report on his conduct and to rate his personal traits. A form used for this purpose

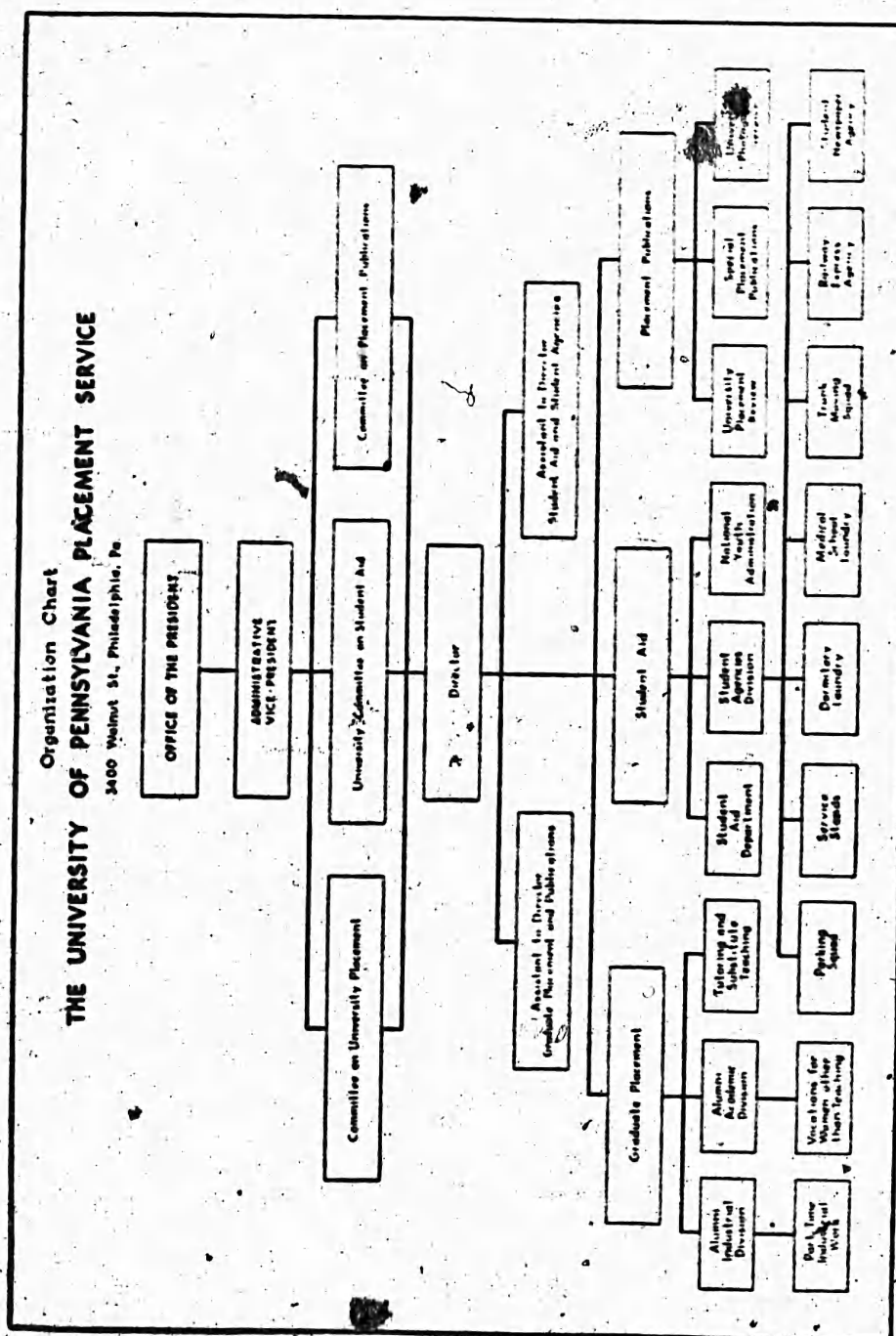


FIGURE 6.

contains six traits that over 200 employers considered essential (Figures 7 and 8).

Purdue University
Personnel Form 3
3-40-20M

PURDUE UNIVERSITY
Personnel Service
LAFAYETTE, INDIANA

To:

Confidential Report and Rating of

Purdue University is interested in developing not only intellectual ability but also the personality of its students. You will aid us greatly in our efforts to help the student whose name is given above by supplying us below with a brief description of his behavior or his actual conduct as you have observed it.

J. E. WALTERS, Director of Personnel.

- | 1. Conduct, or incidents of behavior which could be improved | Suggestions for improvement |
|--|-----------------------------|
| | |
| 2. Please describe the strong points of this student's personality here: | |
| 3. What are his weaknesses? Please describe: | |
| 4. For what kind of work do you consider him best fitted? | |

(Please rate this student on the rating scale on the reverse side)

FIGURE 7.

5. Rating of Personal Traits

The six traits below are considered the most essential for graduates of Purdue University by over 200 employers. Please rate this student on each trait by placing a check mark (✓) on each scale at the point which you consider best indicates his rating, in comparison with persons of similar age and educational preparation. Please consider one trait at a time and do not let your judgment on any one trait be influenced by your general opinion of him.

If you do not know any one trait well enough to rate it, check on the right under "No opportunity to observe." *If you do not know this student well enough to rate him, please return the blank marked "Do not know him."*

In the space below each trait marked "Conduct observed" please record specific actions which you have observed as reasons why you rated this person on that trait as you did.

HONESTY

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	No Opportunity to Observe
Cannot be trusted at all	Is easily tempted; must be watched								Can be trusted in most situations										Is trustworthy under all circumstances		

CONDUCT OBSERVED—

JUDGMENT

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Does no reasoning for himself				Others cannot depend on his decisions				Is level-headed; has common sense; decisions show thought							Makes excellent decisions quickly			

CONDUCT OBSERVED—

INITIATIVE

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Always depends on others; never takes the initiative				Is routine worker; rarely takes the initiative				Develops assigned field of work; gives good suggestions; independent worker							Develops new methods; is promoter type; always starts things	

CONDUCT OBSERVED

INDUSTRIOUSNESS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Is lazy; will not work				Takes things easily; does enough to get by					Is persistent on assigned work					Is enthusiastic worker; does extra work		

CONDUCT OBSERVED—

COOPERATIVENESS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Is intolerant; cannot work with others			Causes occasional friction; frequently cannot work with others				Is adjustable to ideas of others; adaptable			Works well with others			Goes out of his way to assist others	

CONDUCT OBSERVED—

APPEARANCE

1	2	3	4	5	6	7	8	9	10	11
Is repulsive to others		Gives little attention to appearance; is open to criticism			Has no objectionable features; is usually neat and clean				Has striking appearance; is highly attractive	

CONDUCT OBSERVED—

How well do you know this student?

We are intimate friends	I know him rather well	We are acquainted, usually in classes	I know of him	I do not know him	Signature.....
					Address..... (If different from that on front page)

FIGURE 8.

A personnel counseling program helps the freshman upon entrance and during his first year. On the basis of scholarship and personal ratings, superior juniors are selected to become freshman counselors in their senior year and are instructed in methods of counseling by means of lectures and literature. Lectures during 1938-39, included such subjects as: Fundamentals in counseling freshmen; problems of counseling; counseling freshmen about the university; psychology of counseling; difficulties freshmen face and their solution; methods of interviewing and counseling. These counselors are taught the best methods to use in studying, how to make effective time schedules, and how to interpret intelligence tests. At the beginning of their senior year, these counselors are assigned from six to eight freshmen whom they interview and assist in every possible way. The freshmen are rated and their ratings given to them in their sophomore year. During 1938-39, 199 senior counselors assisted 1,384 freshmen. Since 1930-31, when this program was inaugurated, records show that those freshmen who have been counseled by seniors between the first and second semesters, make much better progress than those who have not been counseled. The bureau reports that 68 percent of the freshmen counseled said that the counseling program was worth while, and 64 percent of the counselors said that the effort which they had expended had been worth while to them personally.

A student may request reports and ratings to be made on his personal traits by instructors, fellow students, and counselors at any time. All such information is for his use in developing himself so that he may receive the most from his college training. A member of the personnel staff discusses his ratings with him and tries to give him a perspective on any trait which might hinder him when the time comes to obtain a position. The ratings are kept and in his senior year are summarized and given to the student, along with reports and other personal data. Copies of these personnel sheets are also made available to his instructors and to employers upon request (figs. 9 and 10).

The personnel office has on its list about 2,500 companies. All kinds of pertinent information about occupations is made available to the student. He learns about business and industrial concerns, about trends in industry and how these trends affect employment, and is encouraged to seek summer employment in a field of endeavor which is in keeping with his interests and ability.

Prospective employers or their representatives are invited to the campus to interview student applicants and personal visits are made by the director of personnel and others to obtain information concerning employment of undergraduates, graduates, and alumni. The staff believes that the placement of a student in his first position is very important and that the selection of the wrong senior or grad-

uate will be a detriment to the company, to the individual, and to the university.

The personnel staff teaches courses in personnel and industrial relations, gives lectures on how to secure employment and arranges for trial interviews. Students are encouraged to use their knowledge, training, and initiative in securing their own employment.

PERSONNEL RECORD		Entered..... 19..	Graduated..... 19..
Purdue University, Lafayette, Ind.		Left..... 19..	Reentered..... 19..
NAME.....		Class 19.. School ..	
Last First Middle			
Date of Birth..... 19 ..		Place of Birth ..	
Name and Address of Father or Guardian ..			
Name and Address of High School ..		Height and Weight ..	
H. S. Scholarship: Rank..... of ..		High..... Middle..... Low..... Third	
H. S. Tests and Activities.....			
High School References.....			
Other Educational Institutions Attended.....			
Honorary Organizations, Honors, etc.....		4 years—Points.....	
Student Activities.....			
Expenses Earned.....		Total \$.....	
Vocational Preference: Junior Year.....		Senior Year.....	
Senior Technical Option.....			

Employment Experience	Name and Address of Employer	Kind of Work
Before Coming to Purdue		
between 1st Vacation—1 and 2 yrs.		
between 2nd Vacation—2 and 3 yrs.		
between 3rd Vacation—3 and 4 yrs.		
Upon Graduation		

REMARKS.....

PHOTOGRAPH

Personnel Form 2-5-39-4M

FIGURE 9.

The director of personnel has made several follow-up studies of former graduates and conducted research studies concerning: Job evaluation, rating methods and so forth; the development of a personnel laboratory; and an investigation of an engineering psychograph. He attends personnel conferences and has assisted in the organization of personnel and industrial relations associations in several cities in the State. He has served on national and State committees and has helped industrial concerns and educational organizations to establish

personnel work. All of these contacts have been of value to the university in improving its own personnel procedure and effectiveness in placing students.

The *School of Pharmacy* follows the general policy of accumulating information about students from all available sources on the campus. During the first 7 weeks of the first semester each member of the staff gives a talk on some phase of college life in an effort to aid the student in orienting himself and in making the proper choice of the branch of

			Personal Traits							Intelligence and other tests: 50 Ave.	
			Ratings of others								
Traits	Value	Self	Ave.	No.	Ave.	No.	Ave.	No.	Class Ave.	Name of test Percentile	
Honesty	1-21									A. C. E. Psychological exam.	
Judgment	1-19									Mathematics	
Initiative	1-17									Chemistry	
Industry	1-17									Purdue English	
Cooperation	1-15									Others	
Appearance	1-11										
Total	1-100									Vocational interest	
Quarter of class*											
Scholarship Record: H—High honor; A—Honor; B—Merit; C—Condition; D—Failed; I—Incomplete.										Health Record: Physical examination rating:	
Year	Number of hours of								Index	Quarter of class*	
	H	A	B	P	C	D	F	I			
First											
Second											
Third											
3-year average											
Fourth											
4-year average											
Grad.											
*1st Quarter—Highest, 4th Quarter—lowest.											

FIGURE 10.

pharmacy which he will follow. Every effort is made to interest the student in the profession. He learns about State regulations, requirements for experience as a pharmacist, and the need for summer work in a drug store. At the end of each semester each student is rated by the faculty members who have taught him, and a general rating of his character, achievement, and ability is placed in his personnel file.

Contact is maintained with druggists and manufacturers in the State, openings are carefully checked, and students are assisted in their efforts to secure positions. Interviews are arranged, and employers given access to data in the personnel office. Information about better openings is sent to the alumni, and every assistance given to those seeking changes in employment.

The *Teacher Placement Office* furnishes credentials of prospective teachers. These credentials contain: A complete statement of all courses taken by the student in high school, college, and graduate school; a statement of all extracurricular activities in which he has participated and which he feels competent to teach; a record of scholastic achievement, honors won, and licenses held; and a written statement from faculty members giving an appraisal of the candidate's probable success.

Through observation of their work as practice teachers and through individual conferences, the placement officer becomes acquainted with candidates and so is able to place them in positions in which they are most likely to succeed. He calls on superintendents and principals to acquaint them with the variety of fields in which teachers are trained and to keep himself informed as to current practice in secondary schools of the State.

The director and various itinerant teacher-trainers visit teachers to determine their success in their chosen field. The placement office believes that this follow-up service is of major importance.

Bucknell University centers its placement activities in the president's office, under the direction of the secretary to the president. Early in the year each senior who wishes employment files an application giving his personal history, his academic preparation for the type of position he is seeking, his previous employment experience, his participation in student activities, and the final goal to which he aspires (figs. 11, 12, and 13).

During the year these seniors are interviewed by the director of placement and the group is given general information about the job market, methods of applying for positions, and other pertinent material. Personnel directors in business and industry are invited to the campus to address the group and representatives of leading corporations interview the students. Successful alumni speak before classes and give practical advice regarding the opportunities and difficulties encountered in their various fields.

The university retains a commercial employment agency in New York, Philadelphia, and Pittsburgh to give special service to its graduates. These agents go to the campus for a few days each spring and interview applicants who seek positions in those cities. After graduation, the students who have not been placed report to these agents in their respective offices.

Fordham University begins its guidance program with a system of faculty interviews for freshmen. During 1939, it offered to juniors a "Survey of business and industry." Under the direction of a guidance expert—one of the assistant professors of psychology in the graduate school—the university conducted a carefully planned course.

An industrial consultant was brought to the campus and during 19 meetings conducted a "Man-market clinic," in which emphasis was placed on the importance of graduates merchandising a service instead of merely looking for a job.

Every effort is being made to establish closer relations with the alumni. An alumni advisory committee, composed of men in various fields of endeavor, held one formal and 6 informal meetings during 1939.

BUCKNELL UNIVERSITY

PLACEMENT BUREAU

Name..... Date.....
 Home Address..... Telephone.....
 College Address..... Telephone.....
 Degree Received..... Majors..... Minors.....
 Name of two Faculty members who know you well.....
 Position Desired.....
 Second Choice.....
 To what final goal do you aspire.....
 Do you enjoy working with figures..... People.....
 Your hands..... Do you enjoy selling..... Managing.....
 Are you interested in commission salesmanship.....

EXPERIENCE

Have you had any experience in the type of work you wish to do.....

How were your summer vacations spent.....

What office work can you do.....

What office machines can you operate.....

Employment: (include N. Y. A.; work done during college; work before and since college)

Name of Employer	Type of Work	From	To

FIGURE 11.

University of Kentucky has never created a central bureau because it believes that placement by different colleges within the university is more effective. Each college, except the college of arts, has its own service. The students of the college of arts register with the placement directors of the colleges of commerce and education. This arrangement, however, has proved rather unsatisfactory. All bureaus keep a complete record of information concerning each student.

SCHOLASTIC

High School or Preparatory School.....
 College average..... In what courses have you failed, why.....

List here all courses you have taken in college which you believe are pertinent to
 the kind of work you are seeking.....

In what subjects have you done your best work.....

Subjects most enjoyed:

1.
2.
3.

STUDENT ACTIVITIES

State number of years and position held in each: as, captain, manager, president,
 etc.

Athletics.....

Class Offices.....

Publications.....

Band.....

Orchestra.....

Glee Club.....

Dramatics.....

Other Activities.....

Honorary and Professional Fraternities.....

Social.....

Awards.....

In what social activities have you taken part.....

FIGURE 12

A Commerce Employment Association is maintained by the students under the direction of the placement director of the college of commerce. A printed booklet entitled, "Bargains in Brains, for 1940," contains the photograph of each senior with a brief sketch concerning his preferred vocation, academic achievement, employment experience, and personnel data. These interesting booklets are addressed to employers. A sample write-up follows:

NAME

PREFERRED VOCATIONS: Stenographic or general-office work.

ACADEMIC ACHIEVEMENT: B. S. in Commerce in June 1940, with emphasis on training in secretarial practice.

EMPLOYMENT EXPERIENCE: Assistant to Director of Men's Dormitories at U. of Ky., and assistant to Dean of Men at Cumberland College. Six years of experience in clerical work; using stenographic training.

CAMPUS ACTIVITIES: Beta Gamma Sigma, Commerce honorary scholarship fraternity.

PERSONAL DATA: Candidate has passed civil service examination for Assistant to Technician. Age, 24. Height, 5' 9". Weight, 145 pounds.

Home address: Manchester, Kentucky. Phone: 44.

Lexington address: Kinkead Hall. Phone: 6803.

PERSONAL

Date of Birth..... Place of Birth.....
 Parents' Nationality..... Your religion.....
 Father Mother
 Father's Business..... Are both parents living.....
 Physique..... Physical Condition.....
 Height / Weight
 Percent of college expenses earned..... Did you have any scholarships in
 college?
 If so, give name, amount and dates.....
 To what organizations do you belong other than those at Bucknell.....

 What special hobbies have you?
 1.
 2.
 3.

Have you had instruction, practical experience, or training in any of these? If
 so, describe in detail.....

Write in your own handwriting a short occupational autobiography, telling what
 you desire of a position and what you think you can and should put into a posi-
 tion; and any other pertinent fact not covered in this blank.

FIGURE 13.

The prospective teachers also pay for and assist in the organization
 of material for an attractive bulletin entitled, "Who's Who among
 university-trained teachers." This bulletin, which contains a photo-
 graph of each senior, a sketch of his or her training, and pictures of
 various activities of the university high and elementary schools of the
 University of Kentucky, is sent to school boards and superintendents.
 A sample write-up follows:

WHO'S WHO AMONG UNIVERSITY-TRAINED TEACHERS

PHOTOGRAPH

NAME

WILMORE, KENTUCKY

A. B., Union College, 1937; M. A. University of
 Kentucky, 1939; 23 years of age; single; directed
 teaching in English; 1 year teaching experience
 Participated in school publications, chorus, student
 government, Y. W. C. A., French Club, public speak-
 ing, glee club, orchestra, athletics, and string quar-
 tette. Included in "Who's Who in American Colleges
 and Universities," 1937. Prepared to teach English
 French, Bible, and history. Can direct athletics,
 publications, glee club, dramatics, and clubs.

Syracuse University has a decentralized plan for placing graduates.
 One activity of the teachers' bureau shows the growing feeling of

responsibility among placement officers. Recognizing that there is a need for follow-up work the teachers' placement bureau has, for several years, sent out rating sheets to principals and superintendents, who have employed inexperienced teachers—graduates of Syracuse. A list of items on which teachers are rated in 1939, include:

- Sympathetic understanding of boys and girls.
- Command of subject matter and general background.
- Personal appearance (dress, attractiveness, posture, neatness).
- Initiative.
- Dependability.
- Skill in teaching techniques (general).
- Ability to select and organize learning experiences.
- Ability to discern and provide for individual differences.
- Ability to direct discussion without dominating it.
- Skill in social control (discipline).
- Ability to employ good English expression.
- Ability to gain full cooperation of pupils.
- Skill in testing and other evaluating techniques.
- General ability to secure desirable learning.
- General professional attitude.
- Capacity for professional growth as evidenced in our school.
- Willingness to assume additional school responsibility.
- Willingness to participate in community affairs.
- Willingness to accept and act on supervisory suggestions.
- Ability to handle regular school routine.

The reports are analyzed and the results tabulated for the use of the faculty.

Principals are also asked the question, "From your experience with this teacher (and probably with other graduates of Syracuse) what suggestions could you give us which would result in more adequate preparation for beginning teachers?" Analyzing the 67 suggestions received, the bureau found the following:

<i>Suggestion</i>	<i>Percent of principals responding</i>
Better disciplinary technique.....	16.39
Should develop more community interest.....	11.92
Should do practice teaching in smaller communities.....	10.43
Better professional attitude.....	8.94
Training in keeping records, reports, registers.....	8.94
More experience.....	7.45
Better technique in organizing and presenting subject matter.....	5.96
Should be given more responsibility during practice teaching.....	5.96
Should be more thorough and painstaking.....	3.47
Training in multiple aspects of job, bands, etc.....	2.98
Less lecturing—more pupil activity.....	2.98
Establish themselves first with other teachers, community, and pupils before developing progressive ideas.....	2.98
Better grooming, more maturity, and dignity.....	2.98
Better acquainted with New York school requirements.....	1.49

Principals were also asked the question, "If you had known this teacher as you do now, when you employed her/him would you have

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offered her/him a contract?" In replying, 79.8 percent said, "Yes" and 20.2 said, "No." Other replies were:

<i>Replies</i>	<i>Percent</i>
Credentials exaggerated.....	8.9
Credentials fair statement.....	76.9
Credentials not strong enough.....	5.3
Did not see college credentials.....	8.9
Work sufficiently successful to be reemployed.....	85.
Not successful.....	6.7
Chance for another year.....	8.3

Material such as received in this follow-up study aids the college to evaluate its work in terms of satisfying the needs of employers.

Independent Liberal Arts College.

The *College of Wooster*, an independent liberal arts college, combines the office of placement director with that of registrar. Freshmen are given an opportunity to check their interests by means of the Strong Vocational Interest blank and to read vocational literature which is available on the campus. Departmental heads and the office of vocational guidance give further personal assistance in the choice of an occupation. Under the direction of a faculty committee on vocational guidance, a series of vocational conferences is conducted each year for upperclass students. The 12 or 15 conferences which have been conducted in recent years have been participated in by men and women who are prominent in their fields of endeavor. Attendance at these conferences is not compulsory.

In 1939 a follow-up survey was conducted under the direction of the committee on vocational guidance and placement. This survey which gave the educational and occupational experiences of Wooster graduates of the classes from 1926 to 1933 is the type of activity carried on increasingly by placement bureaus. It seems worth while, therefore, to give in detail the items on the questionnaire which was used.

Figures 14 and 15 are copies of the form, except that the spaces for answers are omitted.

WOOSTER ALUMNI OCCUPATIONAL INQUIRY

November 15, 1938

1. What is your present occupation? Are you married? ☐ single? ☐
2. What vocation(s) did you have in view
 a. When you were a college freshman?
 First Choice Second Choice
 b. When you were a college senior?
 First Choice Second Choice
3. What was your college major? What was the relation
 of your college studies to your *first regular employment*, not counting temporary jobs?
 a. ☐ Same as major c. ☐ Only slightly related
 b. ☐ Closely related d. ☐ Not related at all
4. How soon after graduation from Wooster did you secure *regular employment* that was in line with your chief vocational interest?
 Month(s) Week(s) Year(s)

EDUCATIONAL HISTORY

5. List chronologically *all training* that you have had since your graduation from Wooster, including extension or night school work:

School or University	Dates		General Course	Degree Received	Date of Degree	Aid Received Kind and Amount: e. g. Fellowship
	Entered	Left				

OCCUPATIONAL HISTORY

6. List chronologically positions you have held or periods of unemployment since your graduation from Wooster.

Dates				Nature of the Work Just what did you do?	Location City or Town, and State	Wage or Salary* Derived from the Occupation or Work	
From		To				Monthly for Temporary	Annual for Regular
Mo.	Yr.	Mo.	Yr.				

*If above statements of salary need modification, please explain: e. g., in case of minister, is manse supplied above salary? In case of salesman, should travel expense allowed by firm be added to income? In case of professional man, should office rent be deducted from given income?

7. List *distinctions* that you have received and *offices* (professional, civic, church, etc.) you have held *since* you graduated from Wooster
8. List books or articles that you have published and give dates of publication

(Over)

FIGURE 14.

9. List professional organizations or societies to which you belong.....
 10. List addresses that you have made before professional groups.....
 11. By checking the following scale, please indicate the *degree of satisfaction* that you derive from your present job.

In Terms of—	Very Low	Low	Average	High	Very High
Financial Return		<input checked="" type="checkbox"/>			
Living Conditions: (Home, Community, etc.)					
Work Conditions: (Hours, Equipment, etc.)					
Nature of Work: (Routine or Varied, Value to Society, etc.)					

12. Of the following occupational factors or conditions, and others that you may wish to add, check (✓) those that, in your opinion, *have hindered* your progress since graduation from Wooster.

- ☐ Vocational Indecision. Others:.....
☐ Wrong Major in College.
☐ Inadequate Training.
☐ Lack of Specialized Training.
☐ Inadequate Funds.
☐ Lack of Employment Contacts.
☐ Uncertain Employment.
☐ Inadequate Personality Adjustment.
☐ Ill Health.

13. Of the following contributions, and others, that a college might make to a person's development, check (✓) those that you consider Wooster's *outstanding contribution(s)* to you.

- ☐ Cultural Training. Others:.....
☐ Vocational Training.
☐ Religious Interest.
☐ Personality Development.
☐ Desire for Further Education.
☐ Development through Extra-curricular Activity.

14. Wherein did Wooster fail to meet your educational and/or vocational needs? Check (✓) your answer and clarify by comment.

- ☐ Curriculum..... ☐ Guidance.....
☐ Vocational Preparation..... ☐ Placement.....
☐ Special Skills.....

15. If you were called upon to advise a college freshman with reference to your occupation, what departments of study would you urge him to emphasize in his college program. Check *once* (✓) those you consider *important*; *twice* (✓✓) those you consider *very important*.

- | | | | |
|-----------------|---------------|--------------------------|-------------------------|
| Art | French | Latin | Political Science |
| Biology | Geology | Mathematics | Psychology |
| Chemistry | German | Music | Religion |
| Economics | Greek | Philosophy | Sociology |
| Education | History | Physics | Spanish |
| English | Italian | Physical Education | Speech |

16. Would you be willing to inform the Wooster placement office of employment opportunities for college graduates that may come to your attention in your field or community?.....

Antioch College uses a plan of part-time study periods alternating with similar periods of work. This placement of students on cooperative jobs is effected by a staff of six personnel directors, who spend from one-third to one-half of their time in the field getting in contact with employers and making arrangements for student employment. Since the college deals with students having a variety of interests and with a group of employers scattered over a large territory no one director would be able to know all of the details of all of the jobs, nor could he know all of the students who might be qualified to fit a particular opportunity. Therefore, the directors discuss in a group the jobs which are available for any period and the qualifications of various students for those openings.

When a job is made available two students whose abilities, training, and interests are similar are selected and recommended to the employer who has the final word in regard to taking the students. One student works while the other attends college. At the end of 10 weeks they exchange places. This arrangement is continued for 30 weeks or as long as it is mutually agreeable to students and employer. The students are subject to the same regulations as other employees and receive the prevailing wage for the type of work performed. At the end of each work period the directors secure from the employer an appraisal of the student's work. This assists the directors in counseling the students.

The degree curriculum at Antioch is a 5-year course. As a rule a student studies for a whole year before starting the cooperative plan of study and work. During this year a course in vocational orientation is given and the student acquaints himself with most of the fields of human thought and endeavor. At the outset each student has a faculty adviser who has special interest in the orientation and adjustment problems of underclass students. At the beginning of his sophomore year he confers with the personnel office. On the basis of his pre-college experiences and college records, as well as his interests and needs, he is assisted to decide upon the job he would like to try. Upperclass students who have entered a major field are counseled by a member of the faculty in that field. Here the stress laid on the vocation and the counseling is meant to help the student to integrate his academic and work experiences. The personnel directors assist students to secure permanent employment upon graduation, and an occupational record of each is kept in an alumni file.

The employers are regarded as members of the "field faculty" of the college and are considered an important part of the educational resources. The college has a list of about 400 employers. Each year approximately 250 leading business, industrial, and professional organizations in 20 States employ students on the cooperative plan. The list includes such business fields as accounting, banking, insur-

ance, finance, merchandising, printing, publishing, and journalism; many types of manufacturing; public services such as government administration, and research, hospitals, libraries and museums, public and private schools; social service institutions and summer camps; transportation and communication; personal services such as cafeteria and hotel services.

A glance at the plan will indicate its close relationship with the permanent placement of graduates. The employer has been able to select employees from among students who have already been chosen for qualities peculiarly adapted to the needs of his business. Therefore he often finds them good material for permanent employment. He secures the maximum of cooperation and application, since these students have been sent to the particular type of work because of their vocational interest and ability.

III. Bibliography

American College Personnel Association. Report of the sixteenth annual meeting, Cleveland, Ohio, Feb. 21-25, 1939.

STUDENT EMPLOYMENT, PLACEMENT, AND FOLLOW-UP

BEATTY, JOHN D. Probable development of college-placement work and the responsibility that rests on the personnel office. pp. 47-54.

The head of the bureau of recommendations at the Carnegie Institute of Technology, discusses the fourfold purpose which educational systems should serve: As a means of instruction; as a help in the selection of those who may enter into higher grades of study; as a control for the admission to various employments and professions; and as a means of social control.

BELKNAP, J. H. The college man in the Westinghouse training program. pp. 59-61.

The manager of technical employment and training for the Westinghouse Electric and Manufacturing Company describes the plan followed by that company in selecting and training graduates.

KEMPTON, E. W. The problems of orienting and fitting the college man for industry. pp. 54-59.

The director of industrial relations for the American Steel and Wire Company discusses several methods of inducing college men into industrial work; assignment to a regular job; directed-work experience plan; and study-observation plan. He compares the preparation of the student to fit into industry to the processing of merchandise to satisfy customers and asks for closer cooperation between personnel departments in industry and placement bureaus in colleges.

SLOANE, CHARLES O'C. The relationship of man's work capacity to education. pp. 61-69.

The director of operations of the Rahn plan, points out the advantages which he thinks the manpower specifications of the Rahn plan have over educator's tests and inventories in discovering the ability of students.

COORDINATION OF PERSONNEL SERVICES

BRUMBAUGH, A. J. The coordination of personnel services in a university. pp. 95-101.

The dean of the College at the University of Chicago describes the way in which that university has coordinated all personnel services under the direction of the dean of students.

WILLIAMSON, E. G. Minnesota's program for coordination of decentralized student-personnel services. pp. 101-116.

The coordinator for the student-personnel coordination service at the University of Minnesota describes the personnel service in that institution and compares the program with that in operation at the University of Chicago.

American Council on Education, Washington, D. C.

COWLEY, W. H.; HOPPOCK, ROBERT; WILLIAMSON, E. G. Occupational orientation of college students. Series 6: Student-personnel work in colleges and universities. vol. 3: no. 2, 1939. 74 p.

In this brochure the authors, all of whom are actively engaged in personnel work, define occupational orientation; discuss the importance of the three major activities of precounseling, counseling, and placement; show the interrelationship of occupational orientation with educational orientation and with all other phases of personnel work as well as with the curriculum and methods of teaching; and outline the basic requirements for a complete and adequate program of occupational orientation.

Wanted: A Job! A statement of personal characteristics necessary for job success. 1940.

This booklet was prepared under the auspices of the committee on occupational training and vocational adjustment of the American Council on Education, by a conference of personnel and employment officers, representing a number of national business and industrial concerns. It contains suggestions to students about the personality traits which employers expect to find in college men. It should be of great value to students and personnel workers alike.

Association of Land-Grant Colleges. Proceedings of the fifty-third annual convention, Washington, D. C., Nov. 15-17, 1939.

SECTION ON ENGINEERING

BEACH, GEORGE R., Jr. Selecting engineering graduates for industrial service. pp. 174-175.

The author, who is associated with E. I. DuPont de Nemours and Company, discusses the four specifications most desired by industry in its college recruits: High academic standing, participation in extracurricular activities, good appearance, and an adaptable temperament.

POTTER, A. A. Industry and the engineering teacher. pp. 179-186.

A panel discussion of the characteristics which the effective engineering teacher should possess. Others participating in the discussion are S. C. Hollister, R. A. Seaton, and R. L. Sackett.

ROSS, DAVID E. Coordination of college and industrial research. pp. 186-194.

This is a panel discussion on the advisability of engineering colleges attempting to have students do research work, which might seem to be in competition with research carried on in the laboratories of industry. The author asks for cooperation, not competition. Others participating in the discussion are M. L. Enger, Blake R. Van Leer, C. E. MacQuigg, and R. P. Davis.

STINE, C. M. A. What characteristics would industry like to see the engineering teacher possess? pp. 175-179.

The author, who is associated with E. I. DuPont de Nemours and Company, tells industry's requirements for the young engineer and shows the relation which the engineering teacher bears to the student and to industry.

STOCKING, E. J. The recruitment of engineers for the Federal competitive civil service. pp. 171-174.

The author who is with the United States Civil Service Commission tells the manner in which young engineers may enter the Federal service and enumerates some of the opportunities presented in this field of endeavor.

38 PLACEMENT SERVICES IN COLLEGES AND UNIVERSITIES

BEATTY, JOHN D. Personnel enhancement in school and industry. Pittsburgh Personnel Association, 1939. 24 p.

The author has had wide interest and experience in the personnel field. He recounts the personnel work which is being carried on in industry and in educational institutions, in an effort to orient the individual so that he may become a better worker and a better citizen.

— **Thirty years of personnel and placement work at Carnegie Institute of Technology, Pittsburgh, Pa.** 1938. 63 p.

This bulletin contains a report of 30 years of placement activity as well as some of the personnel practices and procedures used at the Carnegie Institute. It also reviews employment problems which confront college bureaus.

Useful to administrators and placement workers who are interested in improving their own personnel programs.

GARDNER, DONFRED HUBER. The evaluation of higher institutions. Student personnel service. University of Chicago Press, 1936. 235 p.

The dean of the University of Akron, Akron, Ohio, discusses the advantages and difficulties encountered in the various procedures used by college-placement bureaus. The book contains useful material for building an effective program of personnel work, including placement.

LEAVITT, ROBERT KEITH. Maybe your second string is best. This Week Magazine section, New York Herald Tribune, Nov. 26, 1939.

The author encourages young people to develop a hobby or avocation which might prove useful if they fail to secure employment in the field of their first choice. He names well-known persons who failed in their chosen profession then succeeded in their second choice. Among these is a doctor, Conan Doyle, who later became the author of the Sherlock Holmes stories, and Emerson, who hated school teaching. Suggestive for both students and counselors.

MCCRACKEN, CHARLES C. A survey of student personnel services in 50 colleges affiliated with the Board of Christian Education of the Presbyterian Church in the United States of America. Philadelphia, Pa., 1939. 110 p. (mimeog.).

The author is the director of the department of colleges under the Board of Christian Education of the Presbyterian Church in the United States of America. The series is composed of: Part 1—a study of pre-college guidance; Part 2—personnel work with students in colleges, and Part 3—relative importance of student personnel services; and a selected bibliography.

North Central Association Quarterly. Student personnel work, 13: 518-133, April 1939.

BRUMBAUGH, A. J. 1. In universities.

The author, who is secretary of the commission on institutions of higher education of the North Central Association of Colleges and Secondary Schools, summarizes some of the practices in student personnel work in operation in some of the universities and colleges in that association.

LATHAM, O. R. 2. In teachers colleges.

The president of the Iowa State teachers college gives a similar summary for teachers colleges. These addresses were delivered before the association in April 1938, and published one year later.

— **and HAGGERTY, WILLIAM J.** The student in college and university. 13: 559-591, April 1939, and 14: 201-226, October 1939, and appendices.

The authors present a complete report on a survey of the personnel work carried on in colleges and universities accredited by the North Central association for the year 1937-38.

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AUSTIN, WILLIAM LANE. Jobs and the census. 18: 334-37, February 1940.

The director of the United States Bureau of the Census explains how the 1940 census should be of assistance to vocational counselors and recommends that placement officers make use of this material when it is published.

COOPER, RUTH G. Grooming youth for the job market. 18: 13-17, October 1939.

The author describes the work of Alice G. Cook who is coordinator for an "Internship" experiment in New York City and who conducts a Self-Evaluation Laboratory at New York University. Miss Cook prepares young people for jobs by appraising their capacities, and by helping them to correct their faults. She trains them for specific jobs, then follows them up to help them become adjusted. Practical suggestions for guidance work.

DUNHAM, FRANKLIN. The college trains radiomen. 18: 18-20, October 1939.

The author is educational director of the National Broadcasting Company and has taught radio courses in several colleges. He presents the employment opportunities offered by radio and television and discusses the "pro and con" of radio courses in college.

HAHN, MILTON. Occupational orientation of college students. 18: 432-35, March 1940.

The author who is in the general college at the University of Minnesota, outlines the organization, operation, and effectiveness of the occupational laboratory experiment connected with the freshman course in occupational information.

MOORE, LYMAN S. Training for public service. 18: 32-37, October 1939.

The author emphasizes the need for a trained public service personnel and explains the relation of college training to training within the service.

SLANTZ, FRED W., and SIGLINGER, W. K. A college-placement program. 14: 319-22, January 1936.

The authors describe the methods by which results are obtained in placement work at Lafayette College. It will be of interest to those who wish to become acquainted with the methods used in various institutions.

SARBIN, T. R. Proceedings of the institute on placement services in colleges and universities. Center for Continuation Study, University of Minnesota, Minneapolis, Minn., 1940. 52 p.

This is a summary of the discussions which took place at the sessions of the professional institute at the University of Minnesota, Nov. 2-4, 1939. It contains many challenging but unanswered questions of interest to placement officers, also a bibliography of pertinent references.

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Antioch college conducted a follow-up study to ascertain what the results of the cooperative plan had been in terms of later occupational adjustment, and just how the plan had contributed to satisfactory adjustment for graduates of the department of education.

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The placement director at the College of Wooster, Wooster, Ohio, conducted a follow-up study of graduates of the classes from 1926 to 1933. The findings should prove helpful to those who wish to improve their guidance work.

SPENCER, LYLE M. Recent employment trends in manufacturing. 18: 506-508, April 1940.

The author is the director of Science Research Associates, Chicago, Ill., and editor of *Vocational Trends*. He and his partner, Robert Burns, make a business of studying jobs and collecting information on occupational opportunities. Placement bureaus which endeavor to keep informed on trends in occupations should find this, and any other article written by the author, helpful, up-to-date material.

WILLIAMSON, E. G., and SARBIN, T. R. The student personnel program of the University of Minnesota, University of Minnesota, September 1939 (mimeog.).

The authors are coordinator of student personnel coordination service and member of the testing bureau, respectively, at the University of Minnesota. This study gives the history of the development of personnel work at the University from 1907 to 1937.